

Religious Education Curriculum Progression

Aims	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
To understand the nature, role and influence of religion pupils:	Show basic knowledge and understanding of Christianity and at least one, at most two, other faiths, exploring similarities and differences between religions. <ul style="list-style-type: none"> • <i>retell stories from different religions and traditions, and explain what they think it teaches people.</i> • <i>recognise some religious phenomena and can say what religion these are from and say something about their meaning.</i> • <i>recognise that religions share things in common and have real differences.</i> 	Show knowledge and understanding of Christianity and other faiths and beliefs, and can explain what difference faith makes in family life. <ul style="list-style-type: none"> • <i>describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave.</i> • <i>recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people.</i> • <i>recognise different religions and can compare different beliefs and teachings about God, the world and humanity from Christianity and two or three other religions studied.</i> 	Understand what it means to belong to a religious community and the influence religious faith has on individuals and communities. <ul style="list-style-type: none"> • <i>describe similarities and differences of belief and practice within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities.</i> • <i>use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs.</i>
To pursue personal quest for meaning, purpose and value pupils:	Reflect on personal experience and say how it is linked to feelings and opinions. <ul style="list-style-type: none"> • <i>talk about what is important to themselves and others and give a reason why.</i> 	Think about what influences our beliefs and lifestyle and the way we see things. <ul style="list-style-type: none"> • <i>recognise who and what inspires themselves and others and say something about how this affects their behaviour.</i> 	Explore different religious and non-religious beliefs about meaning, purpose and value. <ul style="list-style-type: none"> • <i>raise questions about beliefs, values and how people live their lives and are able to research what different religions and a non-religious view say about important beliefs, ideas and issues, including the sources of authority such as sacred texts and key figures.</i> • <i>recognise different sources of inspiration and influence on people's lives and can discuss the positive and negative impact these might have on individuals and communities.</i>
To formulate reasoned opinion and argument pupils:	Give one or more reasons for an opinion, based on appropriate factual knowledge and understanding. <ul style="list-style-type: none"> • <i>ask appropriate questions about the religions they explore and can give a good reason for their own and other people's beliefs and opinions.</i> 	Gain basic understanding of some beliefs to be able to give valid reasons for and against an opinion. <ul style="list-style-type: none"> • <i>ask questions about religion and belief that help them find out more about Christianity and two or three different beliefs and practices, comparing these with their own ideas.</i> 	Show awareness of the ways beliefs influence attitudes, way of life and behavior; Express and justify their own beliefs and opinions and listen sensitively to those of others; Distinguish between valid and invalid arguments. <ul style="list-style-type: none"> • <i>discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples</i>

